



## **Review of the study program Law and Management of Real Estate and Infrastructure (BA) from staff's perspective**

College ESLG conducted a program evaluation and questionnaires were filled in Electronic Grading System, which were made mandatory to staff and students upon login. The questionnaire forms were filled by 29 academic staff members until the commencement of this review.

The survey is composed of five sections. Sections of the survey are as follows:

1. General part – composed of five questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
2. Written comments with three text boxes composed of best feature of the program, the drawback of the program and the part what would you improve in the overall quality of the program from their perspective as academic staff;

Apart from descriptive statistics, also the multiple regression will be run to see which of the independent variables influences mostly the dependent variable.

### **GENERAL PART**

For each section the descriptive statistics was run in order to superficially find out which of the aspects of overall quality influenced mostly the staff' satisfaction with teaching in the study program. The descriptive statistics analysis was run in SPSS. The statistical analysis has been presented in Table 1.

#### **Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
overall learning environment	29	3	5	4.21	.675	.456
overall research environment	29	3	5	4.14	.743	.552
staff teaching and research workload	29	3	5	4.10	.618	.382
structure of program to excel in pedagogy	29	3	5	4.28	.591	.350
resources to achieve the expected learning outcomes	29	3	5	3.97	.499	.249

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internal quality procedures	29	2	5	4.03	.731	.534
support for academic staff	29	2	5	3.97	.823	.677
academic autonomy	29	3	5	3.90	.557	.310
staff development opportunities	29	2	5	3.66	.769	.591
recognition of staff achievement	29	2	5	3.86	.743	.552
achievement of the overall study program	29	3	5	4.10	.557	.310
Valid N (listwise)	29					

From the responses, the present report finds out that majority of responses have the mean higher than 4.0. The highest mean is achieved with regards to satisfaction of staff with the structure of the program to excel in pedagogical skills with the mean of 4.28, standard deviation of 0.591 and variance of 0.350. Next, the staff is mostly satisfied with the overall learning environment, which has the mean of 4.21, standard deviation of 0.675 and variance of 0.456. Overall research environment has also a satisfactory mean of responses by staff, which is 4.14 with the standard deviation of 0.743 and variance of 0.552. The overall achievement of study program objectives scores with the mean of 4.10, standard deviation of 0.557 and variance of 0.310. The staff teaching and research workload scores the same mean of 4.10 but different standard deviation of 0.618 and variance of 0.382. On the other hand, internal quality procedures score the mean of 4.03, standard deviation of 0.731 and variance of 0.534.

In this regard, two variables score the mean of near to 4.0, which are resources to achieve expected learning outcomes with the mean of 3.97, standard deviation 0.499 and variance of 0.249, followed by the support for academic staff with the same mean but different standard deviation of 0.823 and variance of 0.677.

On the other hand autonomy of staff performs with the mean of 3.90, standard deviation of 0.557 and variance of 0.310, followed by recognition of staff achievement with the mean of 3.86. The lowest mean although moderately satisfactory is achieved by staff development opportunities with the mean of 3.66, standard deviation of 0.769, and variance of 0.591.



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Next, for the purpose of identifying which of these independent variables has the highest effect on staff's satisfaction with the overall achievement of study program objectives, we run multiple regression analysis whereby the dependent variable is the overall achievement of study program objectives and the other above described variables are independent variables.

Below we show the multiple regression analysis in Table 2

**Table 2: Multiple regression of effect of independent variables on satisfaction of staff**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.280	1.272		.220	.828
	overall learning environment	.136	.175	.165	.778	.447
	overall research environment	-.302	.161	-.402	-1.879	.077
	staff teaching and research workload	.433	.203	.480	2.135	.047
	structure of program to excel in pedagogy	.010	.186	.010	.052	.959
	resources to achieve the expected learning outcomes	.141	.216	.126	.653	.522
	internal quality procedures	.283	.152	.372	1.861	.079
	support for academic staff	-.122	.151	-.181	-.810	.428
	academic autonomy	.193	.192	.193	1.006	.328
	staff development opportunities	.309	.165	.426	1.869	.078
	recognition of staff achievement	-.108	.152	-.143	-.710	.487

a. Dependent Variable: achievement of the overall study program



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From the multiple regression analysis run in SPSS, we find that staff teaching and research workload has the highest  $\beta > 0.1$  which is 0.433 and  $t > 1.9$  which is 2.135, which shows that the staff teaching and research workload has the highest effect on the satisfaction of staff with the overall achievement of study objectives, which scored the mean of 4.10. On the other hand internal quality procedures has the  $\beta = 0.283$  and  $t = 1.861$  and staff development opportunities has  $\beta = 0.309$  and  $t = 1.869$ . In this regard overall research environment has the adverse impact with the  $\beta = -0.302$  and  $t = -1.879$ .

According to Nunnally (1979), if  $\beta > 0.1$  and  $t > 1.96$  then the independent variable is considered to have a significant causal effect on the dependent variable. From Table 2, we can see that other independent variables have a milder effect on the achievement of study program objectives because they have betas of higher than 0.10 but their  $t$  is lower than 1.96 as foreseen by Nunnally (1969) explaining factor analysis.

Nevertheless, since staff development opportunities scores a lower mean of 3.66 and on the other hand has the highest effect on the achievement of study program objectives, we can conclude that this is the area that must be improved as a consequence of this quality review.

Below, we run also a qualitative analysis from the comments of staff regarding the best feature of the program, the drawback and the improvement



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## QUALITY ANALYSIS

The table of respondents with the written comments on best feature of the program, the biggest drawback of the program and how would they improve the overall quality of the program has been presented in Table 3.

Table 3: Responses of staff

Respondent	Best feature	Drawback	Improvement
R1	teaching based on research and learning outcomes, autonomy of professors	Comparative analysis with the situation in EU and EU standards is lacking in some of professional courses such as property law, obligations law, commercial law, civil procedure law etc	I would add some EU content on the courses.
R2	No comment	No comment	No comment
R3	Autonomy of professors, assessment criteria, admission criteria, competency based approach in designing and delivering course curriculum	Kosovo professors should be given a chance also to visit Slovenia and teach for Slovenian students too.	More two-way exchange of professors and students with Nova Univerza Slovenia



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R4	Uniqueness of program, program structure, ECTS workload, educational process methods. Education based on achievement of learning outcomes	Learning Outcomes Self Assessment is not filled in a critical way oftentimes.	More exchange of professors with Nova Univerza Slovenia
R5	No comment	No comment	No comment
R6	Case study, strict internal quality procedures, strict assessment methods	Lack of Slovenian professors being full time in Kosovo	More project work for students in cooperation with private sector companies addressing company problems
R7	everything was excellent. Students were very committed, administration, and management	Study visits in companies of solar technology in energy infrastructure course	More foreign professors as collaborators with Kosovo professors to exchange ideas on teaching and research
R8	PROJECT WORK	MORE PRACTISE HOURS	MORE BOOKS IN ALBANIAN
R9	Autonomy of professors, case study and project work for students	Delays in writing diploma theses by students. Need for additional assistants, mentors, tutorials how to write a thesis	No comment
R10	Case study teaching methods	More independent study for students	Practical placement of students
R11	No comment	No comment	No comment
R12	Assessment methods, support for teaching, research environment	More research for bachelor students	More case study visits to companies
R13	No comment	No comment	No comment
R14	Strict assessment procedures, strong internal quality management procedures	Study visits in infrastructure companies	More study visits in companies and more guest engineers of firms to come and lecture as visiting professors.

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R15	Socratic teaching, staff training and development, additional mentorship for students, learning support for students from all internal stakeholders	More readings in the course of Obligations Law in Albanian and English	Assessment methods based on real life problems such as contract formation on real estate issues.
R16	autonomy, staff training and development, research environment, tutorship of students with additional mentors	Better administrative support for students	Increase books also in German, and provide free language courses in other languages than English
R17	Autonomy of professors, interactive teaching, administrative support for staff, strict criteria for assessment	More tutorship with students with learning disabilities	Increase site visits to companies, more practical placement of students, more scholarships for excellent students
R18	Interdisciplinarity, work with students in research, project work Learning outcomes based teaching, autonomy in designing and implementing program	Site visits to infrastructure projects	More industry panels to serve as external assessors, more assistants in courses and tutors.
R19	Case study approach, Socratic teaching, autonomy of professors	More guest speakers from the industry	Visiting professors from Slovenia
R20	Problem-based learning Case study interaction Autonomy of professors to design and implement curriculum	More site visits to companies in infrastructure courses	I would add student hearings in quality management system to hear from students what should we change, not only from students that have problems in their progress but also other students with the wider representative sample.



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R21	<p>Problem-based learning Case study interaction Autonomy of professors to design and implement curriculum</p>	<p>More site visits to companies in infrastructure courses</p>	<p>I would add student hearings in quality management system to hear from students what should we change, not only from students that have problems in their progress but also other students with the wider representative sample.</p>
R22	<p>Case studies, diploma thesis, autonomy of professors, high research integrity</p>	<p>No comment</p>	<p>Visits to companies as part of syllabus</p>
R23	<p>Case studies and interactive teaching and research</p>	<p>site visits and GIS lab</p>	<p>More exercises with land surveyors and SIKTK platform</p>
R24	<p>Case studies, interactive teaching, teaching with software, teaching autonomy</p>	<p>Connection with larger spectrum of land surveyors and not only with the Association of Land Surveyors</p>	<p>More visits to Kosovo cadastral agency and land surveying offices</p>
R25	<p>Case studies, Socratic teaching, individual development plans, teaching based on learning outcomes</p>	<p>Practical visits to Kosovo Cadastral Agency</p>	<p>Include more site visits with land surveyors and Cadastral Agency of Kosovo</p>
R26	<p>Combination of theory and practice and case studies from the sector make this program unique since students are taught to apply knowledge in real life situations in the sector.</p>	<p>Although the real estate sector is one of the biggest sectors in Kosovo, it is not fully developed yet, thus with further development of the sector, program would advance in terms of practice with real case studies from Kosovo.</p>	<p>More opportunities for research and development of the staff would improve the quality in the long run.</p>

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R27	Case study approach, project work, habilitation opportunity for professors;	More infrastructure site visits and guest speakers from industry	Establishment of Industry Panel for evaluating project work of students
R28	Essays, case studies, practical real life examples, quality assurance in the end of the year	Lack of site visits and guest speakers	Increase the number of MOUs with private sector to increase their involvement either in site visits or guest speakers
R29	Case study approach Conceptual research and empirical research in the third year; Project work and presentations;	Less tutors for advising students for diploma theses.	More site visits More practical cases; More guest speakers from the industry; More MOUs signed with construction companies; Involve CEOs in Panels for evaluation of project work;

From the qualitative analysis some of the issues are recurring in most of the responses of the staff such as project work and problem-based learning, autonomy of professors, uniqueness of the program, conceptual research environment, interactive teaching, strict assessment procedures and environment as the best features of the program. Amongst the drawbacks of the program staff identified lack of site visits, delays in completion of diploma theses due to lack of tutors, lack of guest speakers from the industry. On the other hand, it is the predominant opinion of the respondents that more industry experts participating as guest lecturers, more staff development opportunities and mobility with Nova Univerza, and more site visits to companies, Kosovo Cadastral Agency and other institutions should be improved within the program.

## EVALUATION BY PROGRAM DIRECTOR AND RECOMMENDATIONS

The Head of Department Assoc. Prof. Dr. Visar Hoxha after thorough examination of the findings from the staff program evaluation, reaches the following conclusions:



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Staff have the satisfaction with the mean of greater than 4.0 in the following aspects:

- Structure of the program to excel in pedagogical skills;
- Overall learning environment;
- Overall research environment;
- Staff and research workload;
- Internal quality procedures;

The following aspects although with the means slightly lower than 4.0 need improvement:

- Resources to achieve expected learning outcomes;
- Support academic staff;
- Autonomy;
- Recognition of staff achievement;
- Staff development opportunities

From multiple regression analysis the following variables have the highest effect on staff satisfaction with the achievement of study program objectives:

- Staff teaching and research workload;
- Internal quality procedures;
- Staff development opportunities;

Recommendation:

- Strengthen the staff development through habilitation at Nova Univerza so staff feels more motivated;

## QUALITATIVE ANALYSIS BASED ON WRITTEN COMMENTS

From the qualitative analysis the recurring issues arise in most of the responses of respondents as best feature of the program:

- Project work;
- Case-based teaching;
- Learning outcomes based teaching;
- Uniqueness of program;
- Learning and research environment;
- Autonomy of professors

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From the qualitative analysis the recurring issues arise in most of the responses of respondents as the drawback of the program:

- Lack of site visits;
- Lack of industry experts participating as guest speakers;
- More collaboration between academic staff of partner universities;

From the qualitative analysis the recurring issues arise as the most relevant among students responses as what needs improvement in the program:

- Better outreach to private sector for having them as industry guest speakers;
- Increase site visits;
- More staff development;

## RECOMMENDATION

- Increase MoUs with companies for practical placement, industry speakers, and site visits;
- Establish a pool of industry experts to be invited as guest speakers and participate in the Industry Panel which will evaluate project work of students in relevant courses together with professors;
- Increase staff development opportunities through exchange with partner universities, higher title promotion, more lucrative contracts, and research grants.

Head of Department, Assoc. prof. Dr. Visar Hoxha, **09.02.2020**



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